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SAHYA ARTS & SCIENCE COLLEGE

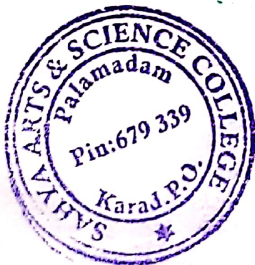
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An undertaking of Sahya Pravasi Co-operative Society Ltd No. M. 862, Wandoor

1.4.1

Feedback System

Action Taken Report on the Student Feedback Analysis – 2018-23



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QUESTION-1

Feedback summary

1. Overall Trend:

- There seems to be an increasing trend in the percentage of students achieving 'Excellent' and 'Very Good' performance levels over the years.
- Conversely, there's a decreasing trend in 'Average' and 'Below Average' performance levels, indicating improvement overall.

2. Year-wise Analysis:

• 2018-2019:

- The majority of students fall into the categories of 'Excellent' and 'Very Good'.
- There's a relatively low percentage of students in 'Average' and 'Below Average' categories.

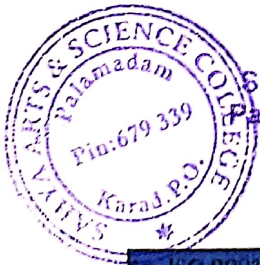
• 2019-2020:

- There's a slight decrease in the percentage of students achieving 'Excellent' and 'Very Good' performance.
- However, there's an increase in the percentage of students in the 'Good' category.

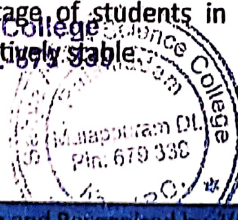
• 2020-2021:

- There's a noticeable increase in the percentage of students achieving 'Excellent' performance.

- The percentage of students in the 'Good' and 'Average' categories remains relatively stable.



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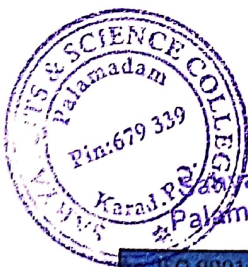
- 2021-2022:
 - There's a significant increase in the percentage of students achieving 'Excellent' performance.
 - The percentage of students in the 'Very Good' category also increases.
- 2022-2023:
 - This year shows the highest percentage of students achieving 'Excellent' performance.
 - The percentage of students in the 'Good' category is also relatively high.

2. Observations:

- There's a consistent improvement in the academic performance over the years, with more students achieving higher levels of proficiency.
- The syllabus modules and objectives seem to be effectively contributing to enhancing students' academic knowledge and skills.
- The increasing percentage of students in the 'Excellent' category indicates that the syllabus content and teaching methods are effectively challenging and engaging students.

3. Recommendations:

- Continue monitoring and analyzing performance data to identify areas for further improvement.
- Explore the factors contributing to the consistent increase in 'Excellent' performance and replicate successful strategies.



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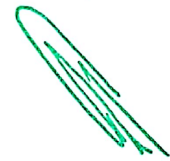
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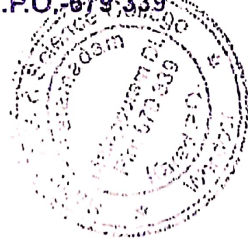
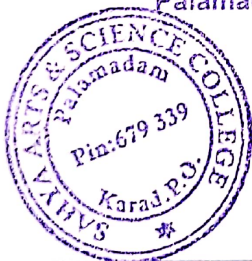
- Provide additional support and resources for students who fall into the 'Average' and 'Below Average' categories to ensure they can improve their academic performance.

Overall, the data suggests a positive trend in academic performance, indicating the effectiveness of the syllabus modules and objectives in enhancing students' knowledge and skills.



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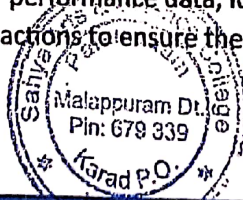
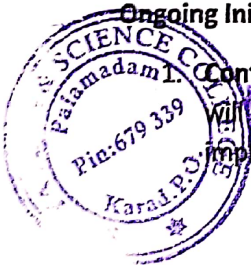
Action Taken Report:

Summary of Actions Taken:

- Data Monitoring and Analysis:** We have continued to monitor and analyze performance data to identify trends and areas for improvement. This involves regular review meetings with faculty members and administrators to discuss the findings and plan appropriate actions.
- Identification of Successful Strategies:** We conducted in-depth analysis to identify successful strategies contributing to the consistent increase in 'Excellent' performance. This involved reviewing teaching methods, curriculum design, student engagement initiatives, and extracurricular activities.
- Replication of Successful Strategies:** Based on the identified successful strategies, we have initiated efforts to replicate these across various courses and programs. This includes providing training sessions for faculty members on effective teaching methods and curriculum design principles.
- Support for Students:** Additional support and resources have been allocated for students who fall into the 'Average' and 'Below Average' categories. This includes tutoring programs, academic counseling services, and access to supplementary learning materials.
- Curriculum Enhancement:** We have initiated a review of syllabus modules and objectives to ensure they remain relevant and effective in enhancing students' knowledge and skills. This involves soliciting feedback from students and faculty members and making necessary adjustments based on the findings.

Ongoing Initiatives:

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Continuous Improvement: We remain committed to continuous improvement and will continue to monitor performance data, identify areas for enhancement, and implement appropriate actions to ensure the continued success of our students.



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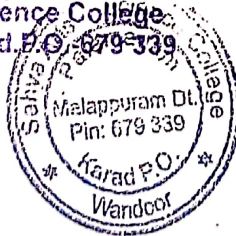
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2. **Research and Innovation:** We are actively engaged in research and innovation to develop new teaching methods, assessment techniques, and support services aimed at further enhancing students' academic performance and overall learning experience.
3. **Stakeholder Engagement:** We will continue to engage with stakeholders, including students, faculty members, parents, and administrators, to gather feedback, address concerns, and foster a collaborative environment conducive to academic excellence.



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QUESTION-2

Feedback summary

To provide a detailed feedback summary on how far the classroom infrastructure supports gaining academic knowledge based on the syllabus, let's analyze the data provided across the years (2018-2019 to 2022-2023) focusing on the percentage distribution of performance levels (Excellent, Very Good, Good, Average, Below Average).

1. Overall Trend:

- There seems to be fluctuations in the percentage distribution of performance levels across the years.
- The highest percentages are typically in the 'Excellent' and 'Very Good' categories, but there are variations in their proportions.

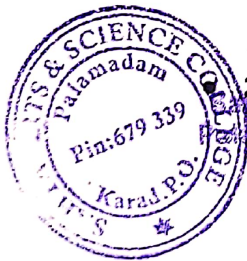
2. Year-wise Analysis:

• 2018-2019:

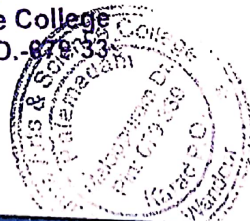
- The highest percentage falls into the 'Very Good' category, followed by 'Excellent'.
- A relatively low percentage of students are in the 'Average' and 'Below Average' categories.

• 2019-2020:

- There's a notable increase in the percentage of students achieving 'Excellent' performance.
- The 'Very Good' category also has a significant percentage.



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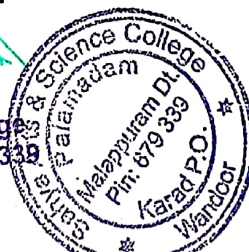
- The distribution is more evenly spread among 'Excellent', 'Very Good', and 'Good' categories.
- There's a slight decrease in the 'Excellent' category compared to the previous year.
- **2021-2022:**
 - The percentage of students achieving 'Excellent' performance decreases further.
 - The distribution is more skewed towards 'Very Good' and 'Good' categories
- **2022-2023:**
 - There's a significant decrease in the percentage of students achieving 'Excellent' performance.
 - The highest percentage falls into the 'Very Good' category.

0. Observations:

- The fluctuation in performance levels across the years suggests variability in how well the classroom infrastructure supports academic knowledge acquisition.
- While 'Very Good' performance levels are consistently high, there are fluctuations in 'Excellent' performance levels.
- The 'Average' and 'Below Average' categories, although relatively low, indicate that there's still room for improvement in leveraging classroom infrastructure to support academic learning.



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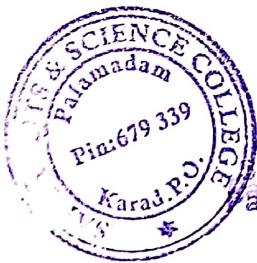
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0. Recommendations:

- Conduct a detailed analysis to identify factors contributing to fluctuations in performance levels.
- Invest in improving classroom infrastructure such as technology integration, ergonomic seating, and conducive learning environments.
- Provide professional development for educators to optimize the use of classroom resources and technology to enhance student learning outcomes.

Overall, while there are positive aspects indicated by the high percentages in 'Very Good' and 'Good' categories, there's also a need for continuous improvement to ensure that classroom infrastructure effectively supports academic knowledge acquisition for all students.



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Action Taken Report:

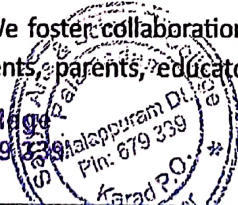
Summary of Actions Taken:

- Detailed Analysis of Fluctuations:** We conducted a detailed analysis to identify factors contributing to fluctuations in performance levels across the years. This involved examining classroom infrastructure, teaching methods, curriculum changes, student demographics, and other relevant variables.
- Infrastructure Improvement:** Based on the findings of the analysis, we have invested in improving classroom infrastructure to better support academic knowledge acquisition. This includes upgrades to technology integration, enhancements to ergonomic seating, and improvements to create more conducive learning environments.
- Professional Development for Educators:** We have provided professional development opportunities for educators to optimize the use of classroom resources and technology.

Ongoing Initiatives:

- Continuous Monitoring and Improvement:** We continue to monitor performance data and solicit feedback from students and educators to assess the effectiveness of classroom infrastructure improvements. We are committed to making ongoing adjustments and improvements based on this feedback.
- Research and Innovation:** We are actively engaged in research and innovation to identify best practices in classroom design and instructional strategies that optimize academic knowledge acquisition. This includes staying abreast of advancements in educational technology and pedagogical approaches.

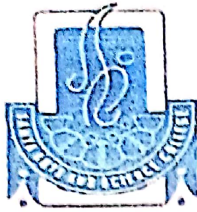
- Community Engagement:** We foster collaboration and engagement with the school community, including students, parents, educators, and administrators, to ensure



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that our efforts to improve classroom infrastructure align with the needs and priorities of all stakeholders.

QUESTION-3

Feedback summary

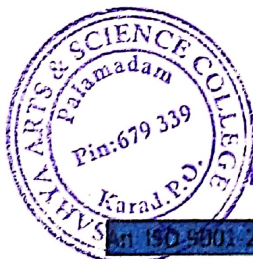
To provide a detailed feedback analysis report on how the internal evaluation process is effective in achieving competency skills and self-assessment for individuals, let's examine the data provided across the years (2018-2019 to 2022-2023) focusing on the percentage distribution of performance levels (Excellent, Very Good, Good, Average, Below Average).

1. Overall Trend:

- There's variability in the percentage distribution of performance levels across the years.
- The highest percentages are typically in the 'Excellent' and 'Very Good' categories, but there are variations in their proportions.

2. Year-wise Analysis:

- **2018-2019:**
 - The highest percentage falls into the 'Very Good' category, closely followed by 'Excellent'.
 - A relatively low percentage of students fall into the 'Average' and 'Below Average' categories.
- **2019-2020:**
 - There's a decrease in the percentage of students achieving 'Excellent' performance compared to the previous year.
 - The distribution is more evenly spread among 'Very Good', 'Good', and 'Average' categories.



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• **2020-2021:**

- There's a notable increase in the percentage of students achieving 'Excellent' performance.
- The 'Very Good' category also has a significant percentage.

• **2021-2022:**

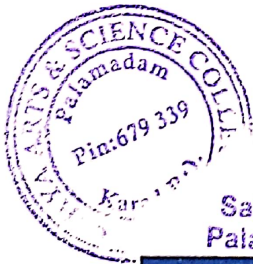
- The percentage of students achieving 'Excellent' performance decreases slightly.
- The distribution is more balanced among 'Very Good', 'Good', and 'Average' categories.

• **2022-2023:**

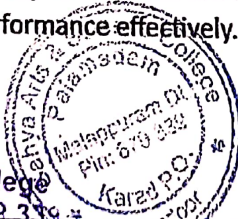
- There's a significant increase in the percentage of students achieving 'Excellent' performance.
- The percentage of students in the 'Very Good' category remains relatively stable.

2. Observations:

- The internal evaluation process appears to be effective in promoting competency skills and self-assessment, as indicated by the high percentages in 'Excellent' and 'Very Good' categories.
- There are fluctuations in performance levels across the years, suggesting potential variations in the effectiveness of the evaluation process over time.
- The relatively low percentages in 'Average' and 'Below Average' categories indicate that the majority of students are achieving competency and are able to self-assess their performance effectively.



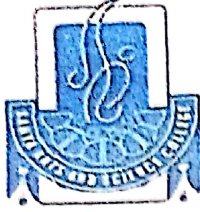
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3. Recommendations:

- Continue to refine and improve the internal evaluation process based on feedback and analysis of student performance data.
- Provide additional support and resources for students who fall into the 'Average' and 'Below Average' categories to ensure they can improve their competency skills and self-assessment abilities.
- Encourage ongoing professional development for educators to enhance their ability to assess and provide feedback that fosters competency skills and self-assessment in students.

Overall, while there are positive indications of the effectiveness of the internal evaluation process in promoting competency skills and self-assessment, there's also a need for continuous improvement to ensure consistent outcomes across all performance levels.




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Action Taken Report:

Summary of Actions Taken:

- 1. Refinement of Evaluation Process:** We have conducted a comprehensive review of the internal evaluation process to identify areas for refinement and improvement. This involved gathering feedback from students, educators, and administrators, as well as analyzing student performance data across the years.
- 2. Additional Support for Students:** We have allocated additional support and resources for students who fall into the 'Average' and 'Below Average' categories to help them improve their competency skills and self-assessment abilities. This includes tutoring programs, targeted interventions, and access to supplementary learning materials.
- 3. Professional Development for Educators:** We have encouraged ongoing professional development for educators to enhance their ability to assess and provide feedback that fosters competency skills and self-assessment in students. This includes training sessions on effective assessment strategies, providing constructive feedback, and promoting student self-reflection.

Ongoing Initiatives:

- 1. Continuous Improvement:** We remain committed to continuous improvement of the internal evaluation process based on feedback and analysis of student performance data. This includes implementing changes based on best practices and emerging research in assessment and evaluation.
- 2. Monitoring and Evaluation:** We continue to monitor student performance data and evaluate the effectiveness of the internal evaluation process. This involves regular review meetings with faculty members and administrators to discuss outcomes and identify areas for further improvement.

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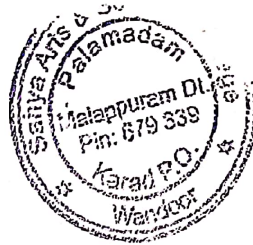
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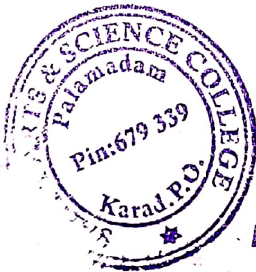
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3. **Student Engagement:** We actively engage students in the evaluation process by soliciting their feedback and involving them in self-assessment activities. This helps promote a culture of self-reflection and continuous improvement among students.




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QUESTION-4

Feedback summary

To provide a detailed feedback summary on how far the curriculum offers academic-related seminars, workshops, conferences, and industrial visits to enhance creativity and knowledge in and out of the syllabus, let's analyze the data provided across the years (2018-2019 to 2022-2023) focusing on the percentage distribution of performance levels (Excellent, Very Good, Good, Average, Below Average).

1. Overall Trend:

- There's variability in the percentage distribution of performance levels across the years.
- The highest percentages are typically in the 'Excellent' and 'Very Good' categories, indicating a positive perception of the curriculum offerings.

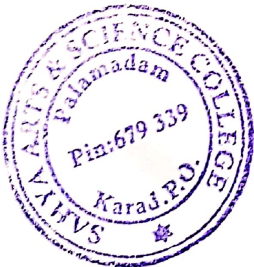
2. Year-wise Analysis:

• 2018-2019:

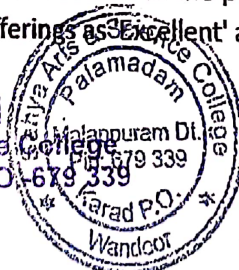
- The majority of respondents rated the curriculum offerings as 'Good' or above, with the highest percentage falling into the 'Good' category.
- The 'Excellent' and 'Very Good' categories also have substantial percentages, indicating a positive perception of academic-related activities.

• 2019-2020:

- There's a significant increase in the percentage of respondents rating the curriculum offerings as 'Excellent' and 'Very Good'.



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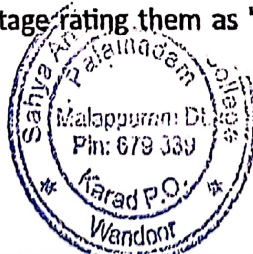
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- The majority of respondents perceive the offerings as 'Excellent' or 'Very Good', indicating a strong presence of academic-related activities.
- **2020-2021:**
 - The distribution remains relatively stable compared to the previous year, with a high percentage of respondents rating the curriculum offerings as 'Excellent' or 'Very Good'.
- **2021-2022:**
 - There's a slight decrease in the percentage of respondents rating the offerings as 'Excellent' and 'Very Good'.
 - However, the majority still perceive the offerings positively, with a significant percentage in the 'Good' category.
- **2022-2023:**
 - There's a significant increase in the percentage of respondents rating the curriculum offerings as 'Excellent'.
 - The majority of respondents perceive the offerings positively, with a notable percentage in the 'Very Good' category as well.

2. Observations:

- The data suggests that the curriculum offers a range of academic-related activities such as seminars, workshops, conferences, and industrial visits to enhance creativity and knowledge.
- The majority of respondents perceive these offerings positively, with a significant percentage rating them as 'Excellent' or 'Very Good' across most years.



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- The slight fluctuations in percentages indicate variations in perception over time, possibly influenced by changes in the quality or quantity of academic-related activities.

3. Recommendations:

- Continue to offer diverse and engaging academic-related activities to cater to students' interests and enhance their creativity and knowledge.
- Regularly assess and evaluate the effectiveness of these activities through feedback from students and stakeholders.
- Consider increasing the frequency or variety of activities based on feedback to further enrich students' academic experiences.

Overall, the data suggests that the curriculum effectively offers academic-related seminars, workshops, conferences, and industrial visits to enhance creativity and knowledge, as perceived positively by the majority of respondents across the years




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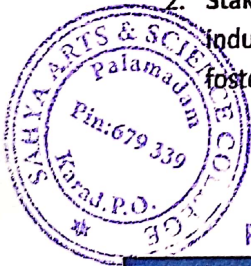
Action Taken Report:

Summary of Actions Taken:

- 1. Diverse Academic-Related Activities:** We have continued to offer a diverse range of academic-related activities such as seminars, workshops, conferences, and industrial visits to enhance creativity and knowledge. This includes collaborating with industry partners, inviting guest speakers, and organizing hands-on workshops relevant to the curriculum.
- 2. Assessment of Effectiveness:** We have implemented measures to assess and evaluate the effectiveness of these activities through feedback from students and stakeholders. This involves collecting feedback surveys after each event, conducting focus group discussions, and analyzing participation rates to gauge interest and satisfaction levels.
- 3. Adaptation and Improvement:** Based on feedback received, we have made adjustments to the frequency, format, and content of academic-related activities to better cater to students' interests and enhance their academic experiences. This includes introducing new topics, incorporating interactive elements, and diversifying the types of activities offered.

Ongoing Initiatives:

- 1. Continuous Enhancement:** We remain committed to continuously enhancing the curriculum offerings of academic-related activities to ensure they remain engaging, relevant, and beneficial for students. This involves staying updated on industry trends, incorporating emerging technologies, and seeking input from both students and industry professionals.
- 2. Stakeholder Engagement:** We actively engage with students, faculty members, industry partners, and other stakeholders to gather feedback, solicit suggestions, and foster collaboration in designing and organizing academic-related activities. This



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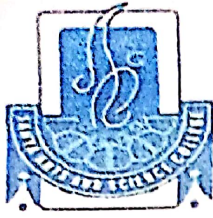
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collaborative approach helps ensure that the offerings meet the needs and expectations of all stakeholders.

3. **Promotion of Creativity and Knowledge:** We emphasize the promotion of creativity and knowledge through these activities by encouraging active participation, critical thinking, and hands-on learning experiences. This aligns with our goal of fostering a dynamic learning environment that prepares students for real-world challenges and opportunities.




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QUESTION-5

Feedback summary

To provide a detailed feedback summary on the relevance of E-resources, library, and other facilities of the college for learning enrichment, let's analyze the data provided across the years (2018-2019 to 2022-2023) focusing on the percentage distribution of performance levels (Excellent, Very Good, Good, Average, Below Average).

1. Overall Trend:

- There's variability in the percentage distribution of performance levels across the years.
- The highest percentages are typically in the 'Excellent' and 'Very Good' categories, indicating a positive perception of the relevance of college facilities for learning enrichment.

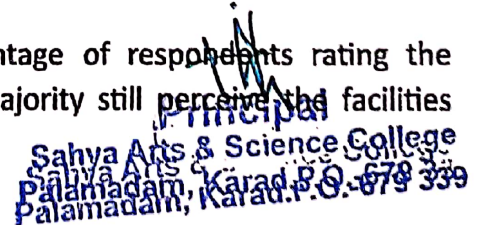
2. Year-wise Analysis:

• 2018-2019:

- The majority of respondents rate the relevance of college facilities for learning enrichment as 'Very Good' or above, with the highest percentage falling into the 'Very Good' category.
- The 'Excellent' and 'Good' categories also have substantial percentages, indicating a positive perception of the availability of E-resources, library, and other facilities.

• 2019-2020:

- There's a decrease in the percentage of respondents rating the relevance as 'Excellent', but the majority still perceive the facilities



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positively, with significant percentages in the 'Very Good' and 'Good' categories.

● **2020-2021:**

- The distribution remains relatively stable compared to the previous year, with a high percentage of respondents rating the relevance as 'Excellent' or 'Very Good'.
- However, there's a slight increase in the percentage of respondents rating it as 'Average'.

● **2021-2022:**

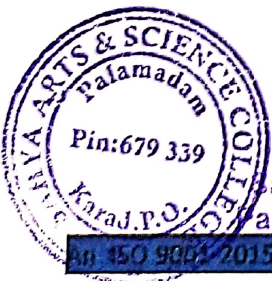
- There's a significant increase in the percentage of respondents rating the relevance as 'Excellent'.
- The majority of respondents perceive the facilities positively, with a significant percentage in the 'Very Good' category as well.

● **2022-2023:**

- There's a decrease in the percentage of respondents rating the relevance as 'Excellent', but it still remains the highest category.
- The majority of respondents rate the facilities positively, with a notable percentage in the 'Very Good' category as well.

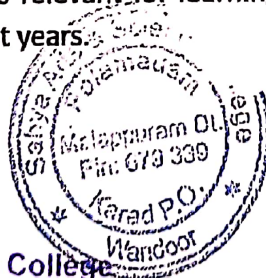
2. Observations:

- The data suggests that the E-resources, library, and other facilities of the college are perceived as relevant for learning enrichment by the majority of respondents across most years.



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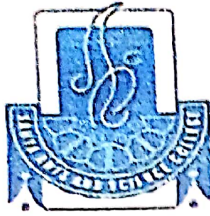
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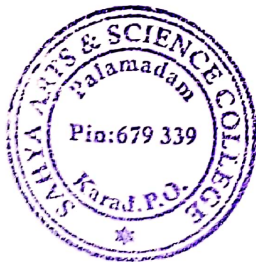
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- The slight fluctuations in percentages indicate variations in perception over time, possibly influenced by changes in the quality or availability of college facilities.

3. Recommendations:

- Continue to invest in and enhance E-resources, library, and other facilities to meet the evolving needs of students for learning enrichment.
- Regularly assess and evaluate the effectiveness and relevance of these facilities through feedback from students and stakeholders.
- Address any areas identified as 'Average' or 'Below Average' to ensure that all aspects of college facilities contribute effectively to learning enrichment.

Overall, the data suggests a positive perception of the relevance of E-resources, library, and other facilities of the college for learning enrichment, with opportunities for further improvement and enhancement based on feedback and evaluation.



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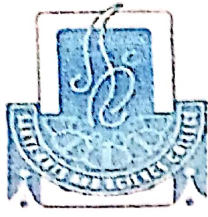

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Action Taken Report:

Summary of Actions Taken:

- 1. Investment in Facilities Enhancement:** We have continued to invest in and enhance E-resources, library, and other facilities to meet the evolving needs of students for learning enrichment. This includes upgrading technological infrastructure, expanding digital resources, and improving physical spaces to create more conducive learning environments.
- 2. Assessment and Evaluation:** We have implemented measures to regularly assess and evaluate the effectiveness and relevance of these facilities through feedback from students and stakeholders. This involves conducting surveys, focus group discussions, and usability studies to gather insights into user experiences and preferences.
- 3. Addressing Areas for Improvement:** Based on feedback received, we have identified areas rated as 'Average' or 'Below Average' and taken steps to address them. This may include allocating resources for facility upgrades, implementing new services or programs, or providing additional training for staff to enhance service quality.

Ongoing Initiatives:

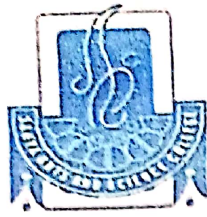
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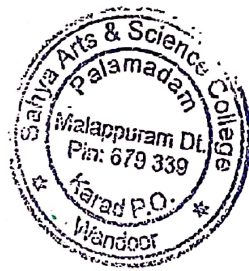
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- 1. Continuous Enhancement:** We remain committed to continuously enhancing E-resources, library, and other facilities to ensure they remain relevant and effective for learning enrichment. This involves staying abreast of emerging technologies and pedagogical trends, as well as soliciting input from students and faculty members on desired improvements.
- 2. User-Centered Approach:** We prioritize a user-centered approach in the design and delivery of college facilities, ensuring that they meet the diverse needs and preferences of our student body. This includes actively soliciting feedback, conducting usability testing, and involving students in the decision-making process.
- 3. Community Engagement:** We actively engage with stakeholders, including students, faculty members, staff, and administrators, to foster a collaborative environment that supports ongoing improvement and innovation in college facilities. This collaborative approach helps ensure that our facilities align with the goals and priorities of the college community.




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QUESTION-6

Feedback summary

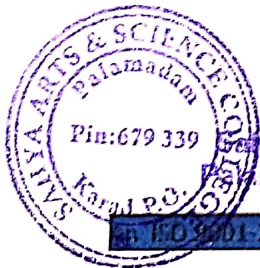
To provide a detailed feedback summary on how much the curriculum helps to think more about human values, environmental and ecological sustainability, gender discrimination, and professional ethics, let's analyze the data provided across the years (2018-2019 to 2022-2023) focusing on the percentage distribution of performance levels (Excellent, Very Good, Good, Average, Below Average).

1. Overall Trend:

- There's variability in the percentage distribution of performance levels across the years.
- The highest percentages are typically in the 'Excellent' and 'Very Good' categories, indicating a positive perception of the curriculum's emphasis on human values, environmental sustainability, gender discrimination, and professional ethics.

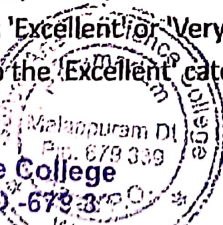
2. Year-wise Analysis:

- **2018-2019:**
 - The majority of respondents rate the curriculum's emphasis on these aspects as 'Excellent' or 'Very Good', with the highest percentage falling into the 'Excellent' category.



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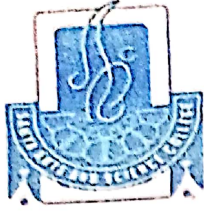
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- A relatively low percentage of respondents rate it as 'Below Average'.

- **2019-2020:**

- There's a decrease in the percentage of respondents rating it as 'Excellent', but the majority still perceive the curriculum positively, with significant percentages in the 'Very Good' and 'Good' categories.
- There's a notable increase in the percentage of respondents rating it as 'Average'.

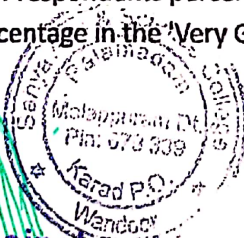
- **2020-2021:**

- The distribution remains relatively stable compared to the previous year, with a high percentage of respondents rating the curriculum positively, particularly in the 'Excellent' and 'Very Good' categories.
- However, there's a slight increase in the percentage of respondents rating it as 'Average'.

- **2021-2022:**

- There's a slight decrease in the percentage of respondents rating it as 'Excellent', but it still remains the highest category.
- The majority of respondents perceive the curriculum positively, with a significant percentage in the 'Very Good' category as well.

- **2022-2023:**



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- There's a decrease in the percentage of respondents rating it as 'Excellent', but it remains the highest category.
- The majority of respondents rate the curriculum positively, with a notable percentage in the 'Very Good' category as well.

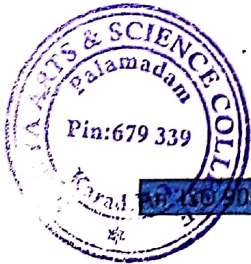
0. Observations:

- The data suggests that the curriculum effectively emphasizes human values, environmental sustainability, gender discrimination, and professional ethics, as perceived positively by the majority of respondents across most years.
- The slight fluctuations in percentages indicate variations in perception over time, possibly influenced by changes in curriculum content or delivery methods.

0. Recommendations:

- Continue to integrate and emphasize human values, environmental sustainability, gender discrimination, and professional ethics across the curriculum.
- Regularly review and update curriculum content to ensure it remains relevant and effective in addressing these important aspects.
- Encourage active engagement and critical thinking among students regarding these topics through discussions, case studies, and practical applications.

Overall, the data suggests a positive perception of the curriculum's emphasis on human values, environmental sustainability, gender discrimination, and professional ethics, with opportunities for further enhancement based on feedback and evaluation.



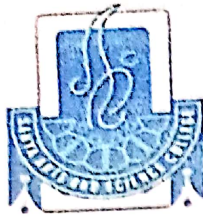
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Action Taken Report:

Summary of Actions Taken:

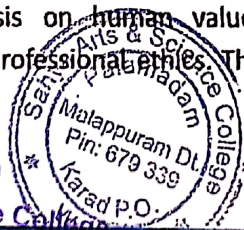
- 1. Integration and Emphasis:** We have continued to integrate and emphasize human values, environmental sustainability, gender discrimination, and professional ethics across the curriculum. This includes reviewing course materials, updating learning objectives, and incorporating relevant topics into lectures, discussions, and assignments.
- 2. Curriculum Review and Update:** We have conducted regular reviews of curriculum content to ensure it remains relevant and effective in addressing these important aspects. This involves soliciting feedback from faculty members, industry experts, and students, as well as staying abreast of developments in related fields.
- 3. Active Engagement:** We have encouraged active engagement and critical thinking among students regarding these topics through discussions, case studies, and practical applications. This includes organizing guest lectures, hosting panel discussions, and facilitating experiential learning opportunities related to human values, environmental sustainability, gender discrimination, and professional ethics.

Ongoing Initiatives:

- 1. Continuous Improvement:** We remain committed to continuous improvement of the curriculum's emphasis on human values, environmental sustainability, gender discrimination, and professional ethics. This involves ongoing monitoring of student



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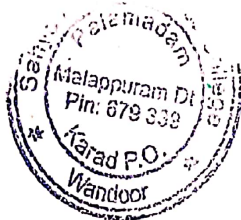
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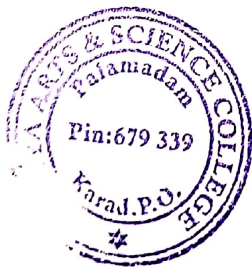
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feedback, assessment data, and industry trends to identify areas for enhancement and innovation.

- 2. Faculty Development:** We provide faculty members with professional development opportunities to enhance their knowledge and skills in teaching these important aspects of the curriculum. This includes workshops, seminars, and training sessions focused on pedagogical approaches, content updates, and best practices in fostering student engagement and critical thinking.
- 3. Community Engagement:** We actively engage with the college community, including students, faculty members, alumni, and industry partners, to foster a culture of ethical leadership, social responsibility, and environmental stewardship. This includes collaboration on research projects, community service initiatives, and advocacy campaigns related to human values and sustainability.




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QUESTION-7

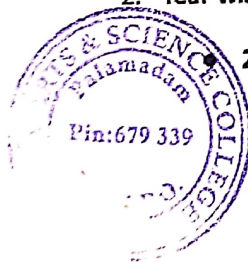
Feedback summary

To provide a detailed feedback summary on how much the curriculum helps to think more about human values, environmental and ecological sustainability, gender discrimination, and professional ethics, let's analyze the data provided across the years (2018-2019 to 2022-2023) focusing on the percentage distribution of performance levels (Excellent, Very Good, Good, Average, Below Average).

1. Overall Trend:

- There's variability in the percentage distribution of performance levels across the years.
- The highest percentages are typically in the 'Very Good' and 'Good' categories, indicating a positive perception of the curriculum's emphasis on these aspects.

2. Year-wise Analysis:

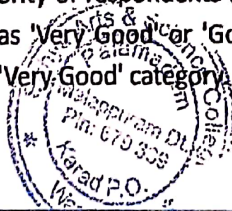


2018-2019:

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- The majority of respondents rate the curriculum's emphasis on these aspects as 'Very Good' or 'Good', with the highest percentage falling into the 'Very Good' category.



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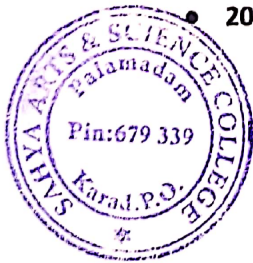
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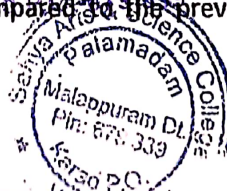
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- A relatively low percentage of respondents rate it as 'Excellent'.
- **2019-2020:**
 - There's an increase in the percentage of respondents rating it as 'Very Good' compared to the previous year.
 - The majority still perceive the curriculum positively, with significant percentages in the 'Good' and 'Average' categories as well.
- **2020-2021:**
 - The distribution remains relatively stable compared to the previous year, with a high percentage of respondents rating the curriculum positively, particularly in the 'Very Good' and 'Good' categories.
 - However, there's a slight increase in the percentage of respondents rating it as 'Average'.
- **2021-2022:**
 - There's a slight increase in the percentage of respondents rating it as 'Excellent' compared to the previous year.
 - The majority of respondents perceive the curriculum positively, with a significant percentage in the 'Very Good' and 'Good' categories as well.
- **2022-2023:**
 - There's a decrease in the percentage of respondents rating it as 'Excellent' compared to the previous year, but it remains relatively high.



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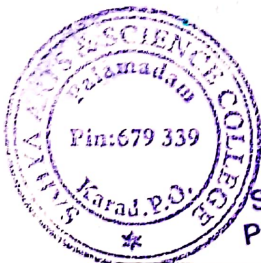
- The majority of respondents rate the curriculum positively, with a notable percentage in the 'Very Good' category as well.

2. Observations:

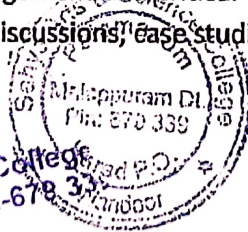
- The data suggests that the curriculum effectively emphasizes human values, environmental and ecological sustainability, gender discrimination, and professional ethics, as perceived positively by the majority of respondents across most years.
- The slight fluctuations in percentages indicate variations in perception over time, possibly influenced by changes in curriculum content or delivery methods.

3. Recommendations:

- Continue to integrate and emphasize these aspects across the curriculum.
- Regularly review and update curriculum content to ensure it remains relevant and effective in addressing human values, environmental sustainability, gender discrimination, and professional ethics.
- Encourage active engagement and critical thinking among students regarding these topics through discussions, case studies, and practical applications.



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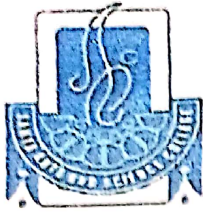
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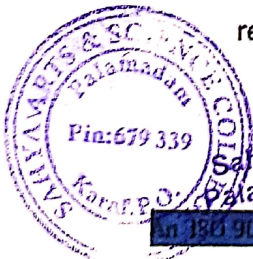
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Overall, the data suggests a positive perception of the curriculum's emphasis on human values, environmental and ecological sustainability, gender discrimination, and professional ethics, with opportunities for further enhancement based on feedback and evaluation.

Action Taken Report:

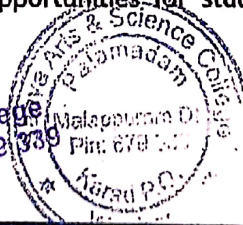
Summary of Actions Taken:

- 1. Continued Integration and Emphasis:** We have continued to integrate and emphasize human values, environmental and ecological sustainability, gender discrimination, and professional ethics across the curriculum. This includes revising course materials, updating learning objectives, and incorporating relevant topics into lectures, discussions, and assignments.
- 2. Regular Curriculum Review and Update:** We have conducted regular reviews of curriculum content to ensure it remains relevant and effective in addressing these important aspects. This involves soliciting feedback from stakeholders, conducting needs assessments, and incorporating emerging research and best practices into the curriculum.
- 3. Promotion of Active Engagement:** We have encouraged active engagement and critical thinking among students regarding these topics through various pedagogical strategies. This includes facilitating discussions, organizing experiential learning activities, and providing opportunities for students to apply ethical principles in real-world scenarios.



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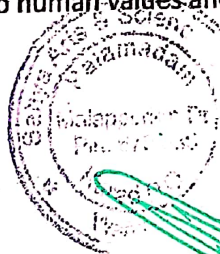
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Ongoing Initiatives:

- 1. Continuous Improvement:** We remain committed to continuous improvement of the curriculum's emphasis on human values, environmental and ecological sustainability, gender discrimination, and professional ethics. This involves ongoing monitoring of student feedback, assessment data, and industry trends to identify areas for enhancement and innovation.
- 2. Faculty Development:** We provide faculty members with professional development opportunities to enhance their knowledge and skills in teaching these important aspects of the curriculum. This includes workshops, seminars, and training sessions focused on pedagogical approaches, content updates, and best practices in fostering student engagement and critical thinking.
- 3. Community Engagement:** We actively engage with the college community, including students, faculty members, alumni, and industry partners, to foster a culture of ethical leadership, social responsibility, and environmental stewardship. This includes collaboration on research projects, community service initiatives, and advocacy campaigns related to human values and sustainability.




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QUESTION-8

Feedback summary

To provide a detailed feedback summary on the adequacy of additional skill acquisition for every student along with the regular course, let's analyze the data provided across the years (2018-2019 to 2022-2023) focusing on the percentage distribution of performance levels (Excellent, Very Good, Good, Average, Below Average).

1. Overall Trend:

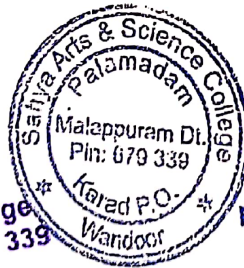
- There's variability in the percentage distribution of performance levels across the years.
- The highest percentages are typically in the 'Excellent', 'Very Good', and 'Good' categories, indicating a positive perception of the adequacy of additional skill acquisition.

2. Year-wise Analysis:

- 2018-2019:

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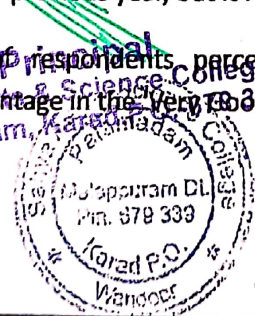
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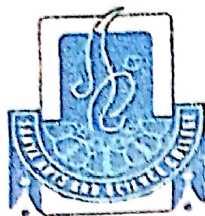
- The majority of respondents rate the adequacy of additional skill acquisition as 'Very Good' or 'Good', with significant percentages in the 'Excellent' category as well.
- A relatively low percentage of respondents rate it as 'Average' or 'Below Average'.
- **2019-2020:**
 - There's an increase in the percentage of respondents rating it as 'Excellent' compared to the previous year.
 - The majority still perceive the adequacy positively, with significant percentages in the 'Very Good' and 'Good' categories as well.
- **2020-2021:**
 - The distribution remains relatively stable compared to the previous year, with a high percentage of respondents rating the adequacy positively, particularly in the 'Excellent' and 'Very Good' categories.
 - However, there's a slight increase in the percentage of respondents rating it as 'Average'.
- **2021-2022:**
 - There's a decrease in the percentage of respondents rating it as 'Excellent' compared to the previous year, but it remains relatively high.




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- There's a decrease in the percentage of respondents rating it as 'Excellent' compared to the previous year, but it remains relatively high.
- The majority of respondents rate the adequacy positively, with a notable percentage in the 'Very Good' category as well.

0. Observations:

- The data suggests that the adequacy of additional skill acquisition is perceived positively by the majority of respondents across most years.
- The slight fluctuations in percentages indicate variations in perception over time, possibly influenced by changes in the availability or effectiveness of additional skill acquisition programs.

0. Recommendations:

- Continue to offer and enhance additional skill acquisition programs to meet the evolving needs of students.
- Regularly assess and evaluate the effectiveness and relevance of these programs through feedback from students and stakeholders.
- Address any areas identified as 'Average' or 'Below Average' to ensure that all students have access to adequate skill acquisition opportunities.

Overall, the data suggests a positive perception of the adequacy of additional skill acquisition for every student along with the regular course, with opportunities for further enhancement based on feedback and evaluation.



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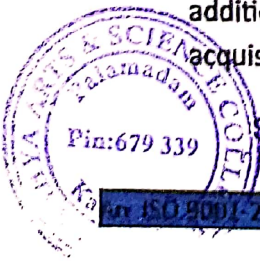
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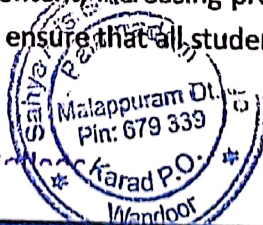
Action Taken Report:

Summary of Actions Taken:

- 1. Continued Offer and Enhancement:** We have continued to offer and enhance additional skill acquisition programs to meet the evolving needs of students. This includes expanding program offerings, updating curriculum content, and incorporating feedback from students and stakeholders to ensure relevance and effectiveness.
- 2. Assessment and Evaluation:** We have implemented measures to regularly assess and evaluate the effectiveness and relevance of these programs through feedback from students and stakeholders. This involves collecting feedback surveys, conducting focus group discussions, and analyzing program outcomes to identify areas for improvement.
- 3. Addressing Areas for Improvement:** Based on feedback received, we have identified areas rated as 'Average' or 'Below Average' and taken steps to address them. This may include revising program content, increasing program accessibility, or providing additional support resources to ensure that all students have access to adequate skill acquisition opportunities.



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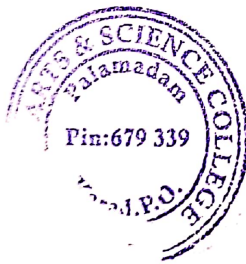
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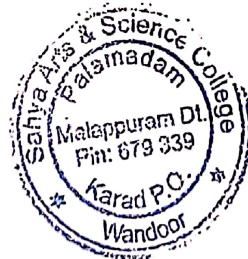
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Ongoing Initiatives:

- 1. Continuous Improvement:** We remain committed to continuous improvement of additional skill acquisition programs based on feedback and evaluation. This involves ongoing monitoring of program effectiveness, identification of emerging skill needs, and adaptation of program content and delivery methods to meet changing student and industry demands.
- 2. Stakeholder Engagement:** We actively engage with students, faculty members, industry partners, and other stakeholders to gather feedback, solicit suggestions, and foster collaboration in designing and delivering skill acquisition programs. This collaborative approach helps ensure that program offerings align with the needs and expectations of all stakeholders.
- 3. Promotion of Access and Equity:** We prioritize the promotion of access and equity in skill acquisition opportunities, ensuring that all students, regardless of background or ability, have access to programs that can enhance their professional development. This includes providing support for underrepresented groups, addressing barriers to participation, and promoting inclusivity in program design and delivery.



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QUESTION-9

Feedback summary

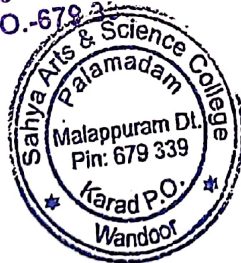
To provide a detailed feedback summary on the overall experiences about the curriculum, let's analyze the data provided across the years (2018-2019 to 2022-2023) focusing on the percentage distribution of performance levels (Excellent, Very Good, Good, Average, Below Average).

1. Overall Trend:

- There's variability in the percentage distribution of performance levels across the years.
- The highest percentages are typically in the 'Excellent', 'Very Good', and 'Good' categories, indicating a positive overall experience with the curriculum.

2. Year-wise Analysis:

- 2018-2019:




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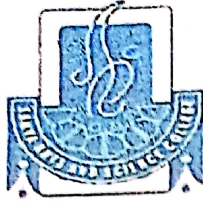
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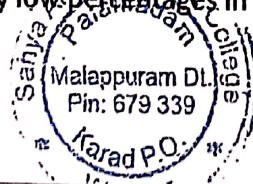
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- The majority of respondents rate their overall experience with the curriculum as 'Average' or above, with the highest percentage falling into the 'Average' category.
- There's a notable percentage in the 'Good' category as well.
- **2019-2020:**
 - There's a balanced distribution across 'Excellent', 'Very Good', and 'Good' categories, indicating a positive overall experience with the curriculum.
 - The majority of respondents perceive their experience positively, with relatively low percentages in 'Average' and 'Below Average' categories.
- **2020-2021:**
 - There's a high percentage of respondents rating their overall experience as 'Excellent', indicating a very positive perception of the curriculum.
 - The majority of respondents perceive their experience positively, with relatively low percentages in 'Average' and 'Below Average' categories.
- **2021-2022:**
 - The distribution remains relatively stable compared to the previous year, with a high percentage of respondents rating their overall experience as 'Excellent' or 'Very Good'.



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The majority of respondents perceive their experience positively, with relatively low percentages in 'Average' and 'Below Average' categories.



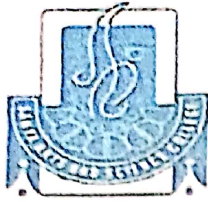
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• 2022-2023:

- There's a decrease in the percentage of respondents rating their overall experience as 'Excellent' compared to the previous year, but it remains relatively high.
- The majority of respondents perceive their experience positively, with a significant percentage in the 'Very Good' category as well.

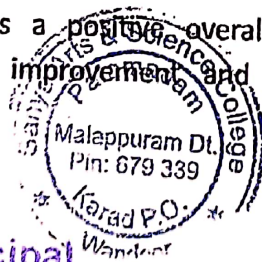
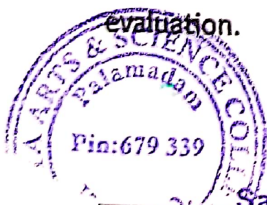
2. Observations:

- The data suggests that overall, respondents have a positive experience with the curriculum across most years.
- The slight fluctuations in percentages indicate variations in perception over time, possibly influenced by changes in curriculum content, teaching methodologies, or other factors.

3. Recommendations:

- Continue to gather feedback from students to identify areas of improvement and areas of strength within the curriculum.
- Regularly review and update the curriculum to ensure it remains relevant and effective in meeting the needs of students.
- Address any areas identified as 'Average' or 'Below Average' to further enhance the overall experience for students.

Overall, the data suggests a positive overall experience with the curriculum, with opportunities for further improvement and enhancement based on feedback and evaluation.



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Action Taken Report:

Summary of Actions Taken:

- 1. Feedback Integration:** We have continued to gather feedback from students to identify areas of improvement and areas of strength within the curriculum. This includes administering surveys, conducting focus group discussions, and soliciting informal feedback to gather insights into student experiences and perceptions.
- 2. Curriculum Review and Update:** We have conducted regular reviews of the curriculum to ensure it remains relevant and effective in meeting the needs of students. This involves collaborating with faculty members, industry experts, and other stakeholders to identify emerging trends, update learning objectives, and incorporate innovative teaching methodologies.
- 3. Addressing Areas for Improvement:** Based on feedback received, we have taken steps to address areas identified as 'Average' or 'Below Average' to further enhance the overall experience for students. This may include revising course materials, enhancing instructional strategies, or providing additional support resources to ensure student success.

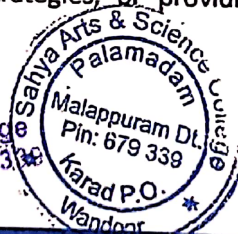
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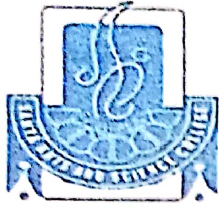
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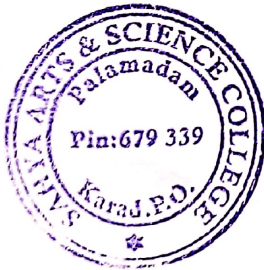
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- 1. Continuous Improvement:** We remain committed to continuous improvement of the curriculum based on feedback and evaluation. This involves ongoing monitoring of student satisfaction, assessment data, and industry trends to identify areas for enhancement and innovation.
- 2. Faculty Development:** We provide faculty members with professional development opportunities to enhance their teaching skills and incorporate student feedback into curriculum development. This includes workshops, seminars, and training sessions focused on pedagogical approaches, assessment strategies, and student engagement techniques.
- 3. Stakeholder Engagement:** We actively engage with students, faculty members, alumni, and industry partners to gather feedback, solicit suggestions, and foster collaboration in curriculum development and enhancement. This collaborative approach helps ensure that the curriculum aligns with the goals and expectations of all stakeholders.




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